

EXAM PREPARATION

1. **Search** for all your work sheets/notes on
 - I. *On The Waterfront*
 - II. *I'm Not Scared*
 - III. Language analysis
2. **Decide** which text you will write on. Check your SAC marks/discuss with your teacher
3. **Photocopy** anything your friends have that you don't
4. **Organise** them. Get folders and plastic pockets with dividers/sticky tabs for easy searching
5. **Re-read** all notes, sheets, study guides etc. to recap the content –in your own time!
6. Keep a **dictionary** with you at all times and bring one to the exam so you don't lose marks for spelling errors (and it's also useful to unpack difficult terms in essay topic.)
7. **Re-watch** *On The Waterfront* or **re-read** *I'm Not Scared* – no one's memory is that good!

Your teacher's door is always open for you to get more samples, essay topics and persuasive texts. Pass on essays for feedback/one-on-one conference.

We are here to help- it's our job. Annoy me!

It's up to you to take the ***initiative** to get feedback so you can improve your results.

**the ability to decide in an independent way what to do and when to do it.*

Examination criteria

Section A – Text response (Reading and responding)

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the topic
- development in the writing of a coherent and effective discussion in response to the task
- controlled use of expressive and effective language appropriate to the task

To get top marks you have to you:

- Demonstrate a close and perceptive reading of the text, exploring complexities of its concepts and construction (i.e. narrative techniques)
- Demonstrate an understanding of the implications of the topic, using an appropriate strategy for dealing with it, and exploring its complexity from the basis of the text.
- Develop a cogent, controlled and well-substantiated discussion using precise and expressive language.

Section B – Language analysis (Using language to persuade)

- understanding of the ideas and points of view presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- controlled and effective use of language appropriate to the task

To get top marks you have to you:

- Shows a perceptive and sophisticated understanding of a range of ways in which the written and visual language positions readers in the context presented.
- Develops a cogent, controlled and well-substantiated analysis using precise and effective language and expression.

STUDY NOTES

LANGUAGE ANALYSIS

- The structure of a language analysis essay
- Persuasive techniques
- Forms of persuasive texts and the effect on the reader
- How to discuss visuals
- Sentence starters

Before tackling the practise tasks, ensure you have:

- SACSs
- Cheat sheets –from the SACs
- A dictionary
- Highlighter/s

Complete some:

- Open book, no time limit
- No notes, no time limit
- No notes, time limit

You may want to order information on persuasive techniques in a table like this.
Ensure you write notes specific for the text you are analysing.

Persuasive technique	Definition	Example	Effect on reader

TEXT RESPONSE

- Text response essay structure **TEEFNL**
- Background information
- Style
- Plot and key scenes
- Settings
- Characters
- Themes
- Symbols, motifs
- Key Quotes –by theme & character **You must remember them! No cheat sheet allowed!**
- Construction Techniques
 - Film Techniques -*On the Waterfront*
 - Narrative Techniques-*I'm Not Scared*

You may want to order information in a table like this.
Ensure you write notes specific for the text and essay topic you are planning for.

Evidence Bank- <i>On The Waterfront</i>				
Paragraph Argument and sub- arguments	Quotes –short/key words only	Significance	Film Techniques Genre, style, structure, narrative POV, symbols, Cinematography: distance, angle, shot, movement, point-of-view, exposure, editing, sound, Mise-en-scene: setting, lighting, costumes, props, acting style, colour, spatial arrangement.	Significance

Evidence bank – <i>I'm Not Scared</i>				
Paragraph Argument and sub- arguments	Quotes –short/key words only	Significance	Narrative techniques SLICVTS Setting, language, imagery, characterisation, values, themes, symbols	Significance

QUOTES MEMORISATION

You must remember them! No cheat sheet allowed!

On paper, make a mindmap to organise quotes for your chosen text

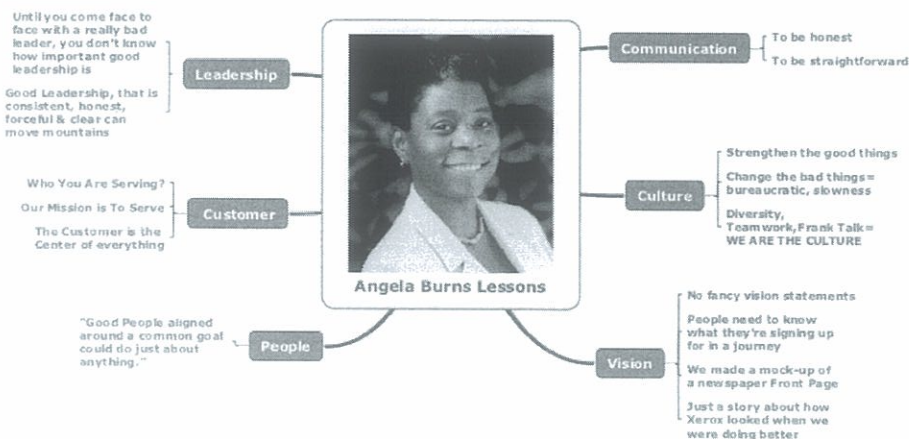
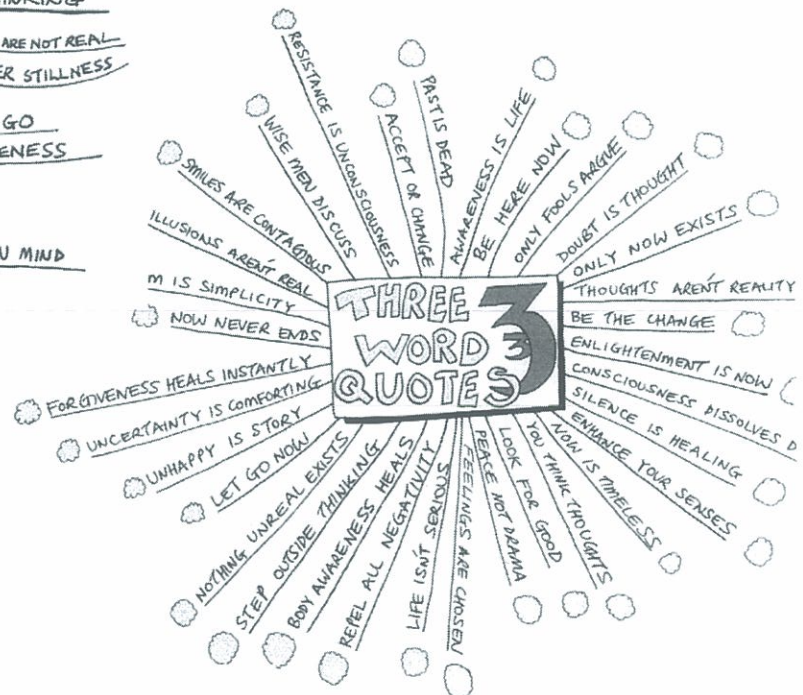
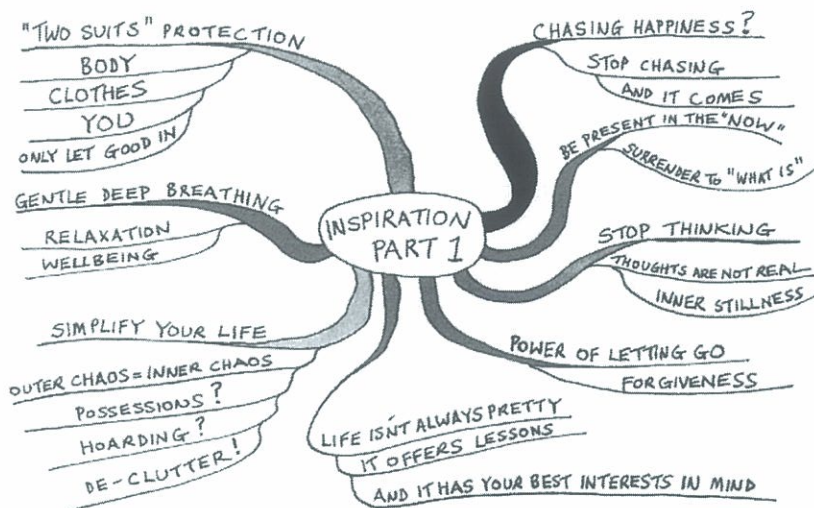
"I'm Not Scared" or "On the Waterfront" and decorate your wall at home and the classroom

Include:

- Quote
- highlight key words
- who said it/to whom
- #themes
- *topic sentence

E.g:

- "Its **men** you should be afraid of, **not monsters**"
- -Pino to Michele
- #fear #betrayal #disguise #innocence
- *Michele sees Pino as a hero, then a monster



Film Technique Analysis of Key Scenes

Scene:

FILM TECHNIQUE	EXAMPLE	WHAT SIGNIFICANCE, MESSAGE OR FEELING DOES THE EXAMPLE CONVEY TO THE AUDIENCE?
A. Setting <ul style="list-style-type: none"> • Inside or outside? • features of the landscape • dominant colours • Time – day/night? Season? (How do we know?) 		
B. Camera <ul style="list-style-type: none"> • shot type - close ups, long shots, mid shots, wide shots, extreme long shots and extreme close-ups • camera movement - track, tilt, pan, dolly, still, hand-held effect • angle – point of view shots, high, low, side 		
C. Editing <ul style="list-style-type: none"> • length of shots • transitions – cuts, fades, dissolve, wipe • Dialogue matching vision (eg. When the sound for the next scene cuts in before the current scene is finished) 		
D. Sound <ul style="list-style-type: none"> • music • diegetic sound (source-within story space) • non-diegetic sound (source-outside story space) • dialogue • silence 		
E. Characters <ul style="list-style-type: none"> • age, gender • size and shape • appearance, costume, hair, makeup • action – what are they doing? 		
F. Lighting <ul style="list-style-type: none"> • colour • brightness • shadow • natural or artificial? 		

Narrative techniques cheat sheet

Setting (time & place) <ul style="list-style-type: none"> • The surrounding wheat fields • The town of Acqua Traversa • The hole and abandoned house • Melichetti's gravina • The Amitrano house 	Language <ul style="list-style-type: none"> • Tone and the mood: (Adjectives and verbs used) • Narrative point of view: from whose perspective, 1st 2nd or 3rd person. • Figurative language: Metaphor, simile, personification, onomatopoeia • Dialogue: Motives , Attitudes, Fears , Desires, Silences • Sentence structure: (fast slow, long short, formal or informal language) • Allusions: (references to Fairy tale tropes- (creatures, heroes) biblical (Judas, Lazarus)- Comics (Tiger Jack) • Imagery: Nature and harvest, Entrapment and cruelty, Death and the supernatural, Dreams and nightmares • Symbols/motifs: Darkness, Weather, Tiger jack, owls, table soccer game, wasps, dragons, monsters, vipers
Imagery <ul style="list-style-type: none"> • Nature and harvest • Entrapment and cruelty • Death and the supernatural • Dreams and nightmares 	<div> Values <ul style="list-style-type: none"> • Family • Wellbeing of the community • Morals • Appearances (material and financial wealth) </div> <div> Theme/s <ul style="list-style-type: none"> • Loss of innocence (Consider the adults: are they ever innocent?) • Morality (Consider who behaves morally and who behaves immorally) • Courage (consider 'cowardice' also) • Betrayal (consider loyalty also) </div>
Characterisation <ul style="list-style-type: none"> • Authorial comments/description of the characters • What the characters say • How they speak • What others say or think of them • What the characters do • Relationships with other characters • Values represented by the characters and condemned by the author • Values endorsed by the characters • Author's tone when describing characters • Authors style (use of language) • Setting or imagery connected with the characters • Motivations, actions 	Structure <ul style="list-style-type: none"> • Conflict: Problem faced by characters, to be solved by end of story • Turning Point –a major change in direction • Climax- the point at which tension is at its greatest, a point of crisis • Dénouement- 'unknotting' of events and conflicts resolved • Resolution- produces sense of closure

Sentence Starters, transitional and other useful words

To introduce		
This essay discusses ...	... is explored ...	... is defined ...
	... is briefly outlined ...	... is explored ...
The issue focused on ....	... is demonstrated ...	... is included ...
In this essay ....	... is explained ...	... are identified ...
The key aspect discussed ...	... are presented ...	... is justified ...
Views on range from ....	... is evaluated ...	... is examined ...
The central theme/s ...	... is described ...	... is analysed ...
To conclude		
In summary, ...	To review, ...	In conclusion, ...
In brief, ...	To summarise, ...	To sum up, ...
To conclude, ...	Thus, ...	Hence, ...
It has been shown that, ...	In short, ...	
To compare and contrast		
Similarly, ...	In the same way ...	Likewise, ...
In comparison ...	Complementary to this ...	Then again, ...
However, ...	This is in contrast to ...	In contrast, ...
To add ideas		
Also, ...	Equally important ...	Subsequently, ...
Futhermore, ...	Moreover, ...	As well as
Next...	Another essential point...	Additionally, ...
More importantly, ...	In the same way ...	Another ...
Then, ...	In addition, ...	Besides, ...
Then again, ...	Firstly, ... secondly, ... thirdly, ... finally, ...	To elaborate, ...
To present common or widespread ideas		
Numerous ...	Many ...	More than ...
Several ...	Almost all ...	The majority ...
Most ...	Commonly ...	Significant ...
... is prevalent ...	... is usual ...	Usually ...
To give examples		
For example, ...	... as can be seen in ...	... supports ...
An illustration of ...	... as demonstrated by ...	... is observed ...
Specifically, ...	... is shown ...	... exemplifies ...
To show relationships or outcome		
Therefore ...	As a result ...	For that reason ...
Hence, ...	Otherwise, ...	Consequently, ...
Considering ... it can be concluded that ...	Subsequently,	The effect is ...
The outcome is ...	The result ...	The correlation ...
The relationship ...	The link ...	The convergence ...
The connection ...	... interacts with ...	Both
... influences ...	... impacts on ...	... leads to ...
... informs ...	... demonstrates ...	... emphasises

Describing what the director/author is doing or the effect this generates

Evokes	Creates	Suggests	Implies	Reflects
Explores	Contrasts	Illustrates	Endorsed	Reinforces
condones	Elicits	Questions	Challenges	Condemns
Subverts	conveys	intensifies	undermines	Affirms

Describing the directors/authors techniques and strategies

Narrative voice	Imagery	Juxtaposition	Characterisation	Compare/contrast
Irony	Tension	Conflict	Counterpoint	Tone
Atmosphere	Symbolism	Wit	Duality/binary	Mood